

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Reading is considered as an important aspect for students because of its valuable benefit in developing knowledge. Reading is also the most important skill for English students especially in academic context because students need to comprehend and deal with all reading aspects and difficulties.

“In general, the essence of reading is made up of recognizing or identifying, interpreting, and responding the components of a written message”, (Oliver and Boyd, 1986). It means that individuals, in this case the students, have to understand and interpret the meaning of words or symbols in a text to achieve their own goals or interest.

“In getting the entire components of information and acquiring the meaning in a written message, many students come across several difficulties because they have to go through a certain process of puzzle-solving”, (Brown, 2001). “Other difficulties are also can be encountered by the students from the teachers, curriculum, government policy, textbooks, techniques, etc”, (Bond et al, 1994).

This statement perfectly shows the view of English classroom at MTs. Asy-Syifa, the place of teaching English for this research. This phenomenon reveals the practice of a conventional teaching reading strategy. Those kinds of situations will not help the students to overcome the difficulties they encounter and will not improve their reading abilities.

As we know that the National Examination in English subject puts a large emphasis on reading aspect, and this situation will assure students who cannot read or comprehend the text question in the examination to face tremendous difficulties and overwhelm the students.

A study on reading and its strategies conducted by Amanda (Amanda, 2007), found the students apply several strategies such as making prediction of the words that they do not know, search for words in the dictionary, and many other to overcome the obstacle in their reading task. This shows the implementation of a conventional reading techniques and the lack of reading strategies from the students in overcoming their reading task. So, this research attempts to put into the dialogues some of the theories about reading skills to be practiced by the students in the intro-pre-reading learning. Therefore the learners in this study provided to communicate by practicing a conversation with their peers.

From these statements above, the dialogue might be fit to be used in reading learning as a medium. Through practicing the dialogue in the intro pre-reading learning process that to be used as a tool, with hope it be able to improve the students' ability in comprehending the reading text as in Amanda's statement. Practicing dialogue theme in reading comprehension learning process before the students are going to read the text which is used as a tools for the students in making prediction of the word that they do not know when they are starting to read the reading text is having a serious attention for this study. This dialogue is also as a preview for the students, so that the students will not search for words in

the dictionary. Even the students will focus their mind to it reading subject through the dialogue.

Based on that explanation, therefore, the dialogue theme that is given in the reading comprehension learning process will be tries to be used for this study, with the title: *Practicing English Dialogue on the Theme of Reading Text and its Influence on Student Reading Comprehension Skills*.

Hence, the present study is intended to investigate the effectiveness of reading comprehension studies which is used a dialogue theme in improving students' reading abilities and it is expected that this research will contribute to the practice of reading teaching in the future.

#### **B. Statement of Research Problems**

The two questions are formulated in:

1. How good are the students' reading comprehension skill which is not used a dialogue theme before reading a text?
2. How effective does the usage of the dialogue theme in reading comprehension learning process?

#### **C. Purpose and Significances of Problems**

Based on the questions formulated above, the purposes of the study are:

1. To find out the students' skill of reading comprehension after used a dialogue theme in learning.

2. To find out the effectiveness of using a dialogue theme before reading a text in their process of learning.

Furthermore, this study is expected to avoid the students away from doing mistake and misinterpretation in getting some information from the text.

#### **D. Rationale**

This sub-topic gives a brief description of the statements of the problem. As stated in the background of problem that reading is the most important skill for English students in overcoming their case to comprehend and deal with all reading aspects. In preparing the ground for students who might, at some future date, wish to sit for reading class or wish to sit for the National Examination in English subject, they have to skillful in reading aspects. The learning contains sufficient material for about one academic hours' work. It is assumed that the student will receive twenty minutes to practices the dialogue.

Briefly, the role of study may be stated as follows:

1. To provide a comprehensive learning for the eighth standard of Junior High School.
2. To improve the student in reading comprehension skills.
3. To approach the student with a dialogue relating to the reading text which is will be given in the reading season.
4. To provide the reading comprehension skill in the dialogue.
5. To measure the effectiveness of learning which is used a dialogue theme before reading a text.

## **E. Hypothesis**

Hypothesis means a suggestion that to be put forward as a starting-point for reasoning or explanation. Then the null hypothesis to be used is:

$H_0$  there is no effectiveness in using dialogue theme in improving students reading ability.

$H_1$  there is significant influence in using dialogue theme in improving students reading ability.

## **F. Research Procedure**

### **1. Procedure**

#### **a. Location**

The location is at MTs. Asy-syifa Kertamukti in Bandung Barat Regency. It is far from the high way. It can be reached in thirty minutes from the high way by public transportation. The school was built on February 2003 as an alternative school for the students who can not continue their study to the favorite school. For the teacher who teaches there 'in an alternative school', must be able to be polite in serving the study, because there are many obstacles found in preparing and in teaching. Some time the obstacle comes from the school, student's parents, or from the student it self.

#### **b. Population and Sample**

The sample of populations is the class A from the eighth grade of MTs. Asy-syifa. The class consists of 30 students, they were taught by two

kinds of reading learning processes for this experiment. They are reading learning process by practicing the dialogue theme that states as an experimental learning process, and reading learning process without practicing the dialogue that states as the control of the learning process for this experiment.

## **2. Preparation**

### **a. Choosing method**

This observation will use the experimental method in getting data. In collecting the data, a dialogue theme is given to be practiced by the students during experimental learning process, while reading the text is given as the control of the study. The dialogue practice will be held for twenty minutes in the experimental learning process, then continue to the reading text learning as long as ten minutes, after that they have to answer some questions as long as ten minutes. While for the control learning process, learning reading the text will be held for twenty minutes without doing dialogue practice, then they continue to ask the meaning of unfamiliar word to the teacher for ten minutes, then answer the same questions as like as the experimental learning process as long as ten minutes. So that reading scores of both treatment are identified.

The data is taken along with this study during regular schedule of English subject in school. The same reading text is taken to compose reading test as post-test.

### **b. Stating the steps of method**

- Organizing the teaching procedures.
- Organizing the research instrument.
- Conducting observation of the classroom teaching in the school.
- Conducting treatment in the experimental learning process, which is giving dialogue practices.
- Conducting the post-test both for experimental and control learning process in order to check the validity of the research instrument.

c. Instruments

In preparing study's materials, there are some steps have been done. Firstly, seeking the relevant reading text for the eighth grade of Junior High School. Second, changes the reading text to be a conversation which is to be made schematically related to the reading comprehension skills such as: skimming, scanning, previewing, predicting, checking, and making a conclusion.

### **3. Doing Experimental Study**

The implementation of post-test is conducted in the class, both of the experimental learning process, and the control learning process. The experimental learning process to be taught by practicing the dialogue in intro pre-reading learning, in other hand the control learning process is without practicing the dialogue theme. The students are asked to answer the same question that is related with their reading text. It is intended to know the different growth between experimental and the control students learning process in comprehending the information from the text.

This study uses an inquiry method that deals with data in the form of scores and numbers.

The experimental design in this study is described schematically as following:

**Table 1**  
**EXPERIMENTAL DESIGN**

<b>A</b>	<b>B</b>
<b>T</b>	<b>T</b>
<b>X</b>	<b>X</b>

Notes:

A = Learning process by practicing the dialogue

B = Learning process without practicing the dialogue

T = Treatment

X = Post-test

#### **G. Monitoring**

To measure the validity of the study which used the dialogue practice, the monitoring to the students' activity as long as practicing the dialogue be needed and make it sure that every student is active in practicing the dialogue.

#### **H. Analyzing Data**

The data analysis conducted this study involved several statistical processes, such as:



1. Analyzing the students' scores on the post-test in order to investigate the validity and reliability of the instruments.
2. Analyzing the score of experimental learning process and the control learning process in the post-test using the *t*-test formula in order to investigate whether or not the two kinds of learning were equivalent.
3. Analyzing the students' score of each learning process in answering of the same question in order to investigate whether or not there was a significant improvement in experimental learning process.
4. Interpreting the research findings.

